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ABSTRACT

This publication assesses the status of public elementary-secondary education in South Dakota and describes the state's progress toward meeting the six National Education Goals. A notable achievement is the Families First program, which is a broad-based initiative that empowers communities to identify and meet local human service needs and to tightly manage state and federal programs in the areas of health care, social and human services, juvenile justice, and education. South Dakota is among the top 10 in high school completion (87.16% for public only); however the completion rate for non-public (parochial, private and Bureau of Indian Affairs-federal) was only 53.20%. Students score above the national average on achievement tests. However, the alcohol consumption rate among students is above the national average. Improvements need to be made in the areas of prenatal care and graduation rates of the Native American population. Four figures and two tables are included. (LMI)1

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South Dakota Progress Report on the National Education Goals

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Walter D. Miller, Governor

EA 025946

A Tribute to the Late Governor George S. Mickelson

A True Friend of Education

On April 19, 1993, Governor George S. Mickelson and seven other men perished in a tragic airplane crash. One of Governor Mickelson's foremost goals was to improve the education system in South Dakota.

Some of Governor Mickelson's major accomplishments in education:

— Sponsored a Centennial Education Summit to establish state education priorities. The top priorities developed by attendees were: youth-at-risk, financing education, parental involvement, teacher preparation/professional development and accountability.

— Won legislative approval for:

- dedication of 56.25% of sales tax revenue to education to provide a stable revenue source for local schools
- the Modernizing Education Program
- the School Report Card Program
- increased funding and improvements for the technical institutes and the state universities
- two consecutive years of record-setting increases in state aid to local schools
- the Youth-at-Risk Trust Fund
- the second chance program for dropouts
- the post-secondary enrollment option
- special funding for alternative schools
- dropout prevention programs
- Indian education initiative
- Indian scholarship funding
- an additional $1 million in 1990 for special appropriations for school improvement

— Acquired a five-year, $7.5 million grant for the state's National Science Foundation-Statewide Systemic Initiative to develop better math and science programs

— Developed the Rural Development Telecommunications Network to improve long-distance learning opportunities in the state

— Implemented AIDS instruction for all students and school employees

— Created programs to provide literacy and basic skills training to homeless children and adults

— Initiated the Centennial School Improvement program to help 33 schools lift their students' achievement scores

— Expanded the School Library Network to more than 200 dedicated terminals in 19 libraries and dial access connections to an additional 96 schools and small libraries so that all the books in those libraries are available to all the people of South Dakota

— Created the Governor's Summer Reading Program to motivate disabled students to read

— Created the South Dakota Literacy Council and sponsored two conferences on literacy

— Expanded the school lunch program

— Provided over $1 million to schools for asbestos abatement

— Worked with Bureau of Indian Affairs officials to develop strategies for improving the education of Indian students and decreasing their dropout rate

As the 28th governor of South Dakota, Governor Mickelson had tremendous success in his pursuit to improve education. South Dakota's education system lost a good friend.

A memorial has been planned to honor Governor Mickelson and the seven others who perished in the plane crash. The memorial, which will be located on the east side of the Capitol grounds overlooking Capitol Lake, will honor each man individually and all eight collectively.

To guarantee that every man, woman and child in South Dakota feels they helped create this memorial, a general fund appropriation of $250,000 was made to pay for the memorial.

The memorial will feature the Korczak Ziolkowski statue "Fighting Stallions" in the center, with individual recognition for each of the eight men surrounding the center piece.

The memorial is to be an octagonal shape. This design will provide an exclusive area for each victim, allowing visitors to reflect on one particular person, or, if they desire, on all eight.

In addition to the eight plane crash victims, the memorial is to remember each and every South Dakotan who has fought for a better way of life in our state.

A Message From Governor Walter D. Miller

Dear Fellow South Dakotan:

When Governor Mickelson and seven other great South Dakotans died last April, I vowed to work extra hard on those issues that were important to him.

Governor Mickelson believed education was the great unifying issue that was the foundation of all future progress for South Dakotans.

That's why he increased funding at a faster rate than any previous Governor for elementary and secondary education, higher education and technical education.

That's why he started the Modernizing Education project, secured the National Science Foundation grant and both fought for and won approval from the legislature for many education innovations.

This progress report is a tribute to Governor Mickelson's dedication to education. It shows that South Dakotans have made excellent progress in moving forward to achieve the America 2000 Goals.

But, as he often said, "We cannot rest on our laurels." We must continue to work hard to improve educational opportunities for South Dakotans of all ages.

That's what George would be doing if he were alive today and it's what I will be doing as a tribute to him.

Sincerely,

Walter D. Miller

A Message From Secretary Bonaiuto of the Department of Education and Cultural Affairs

A recent national study indicated that 63 percent of Americans rate the quality of public education in this country as poor or fair, and the National Education Goals may seem to be out of reach in many places. But in South Dakota, we feel that we are forging ahead with our progress in meeting the goals by the year 2000.

Anybody who completely reads this report will realize that preparing our children for the future is a complex task, shared by many state agencies and private organizations. But we want to stress that education begins in the home, and before that, it is important for mothers to receive proper prenatal care.

We can be proud of our educational system in South Dakota. We have one of the highest graduation rates in the nation, and our students continue to score above the national average in assessment tests. Our programs designed to restructure education and prepare our children for the highly technological future, such as Modernization, Tech Prep, the National Science Foundation-Statewide Systemic Initiative and the Arts as Basic Curriculum, have had a positive effect.

On the other hand, there are still areas where we seek improvement. Our high school students consume alcohol at a rate above the national average, and we need to improve the prenatal care and graduation rates of our Native American population.

Education was a top priority of the late Governor George S. Mickelson, and it continues to be so for Governor Walter D. Miller. Our goal is to create a more responsive education and human service delivery system, as we move toward assuring the future success of our children.

Respectfully

John A. Bonaiuto, Ed.D.

Introduction

During the 1989 Centennial Education Summit, the late Governor George S. Mickelson asked South Dakota teachers, parents and business people to discuss and identify the state's needs and priorities in education. In September 1989, the Governor took the findings of the Centennial Education Summit to the historic National Education Summit, where President Bush and the nation's governors drafted the six National Education Goals and charted the future of education in the United States.

The six National Education Goals were formally announced to the nation in early 1990 by the National Governor's Association, and were adopted later that year by South Dakota as state goals.

This is the third annual report on the progress South Dakota is making toward attaining these six goals.

Two years ago, South Dakota listed several education-related initiatives which are now part of the basic education structure which serves as a foundation for achieving educational success on all fronts by the year 2000. An Office of Child Care Services, a Governor's Youth At Risk Trust Fund, the Modernizing K-12 Education Program, a National Science Foundation grant, the Arts as Basic Curriculum Program, Technical Preparation and additional state funding for adult literacy efforts were among the initiatives.

In 1992, Governor Mickelson established "Families First," a broad-based initiative to empower communities to identify and meet local human service needs and to tightly manage state and federal programs in areas of health care, social services, human services, juvenile justice and education. One goal of "Families First" is economic independence for adults and assurance of meeting the basic needs of children. Extensive efforts to promote community involvement in reaching the six national goals are implemented on a continuing basis.

Goals 2000: Educate America is the U.S. Department of Education's project to encourage and support grassroots, community wide efforts to reach the National Education Goals. Goals 2000: Educate America is based on the premise that our schools by themselves will never achieve the Goals by the year 2000. Since 1990, more than 2,000 communities and most states have adopted the Goals and have committed to developing strategies for reaching them.

The aim of the National Education Goals is to improve education to benchmark levels by the year 2000. This report is an important step in assessing the status of education in South Dakota and determining our progress toward reaching those goals.

This report is not all inclusive. Detailed information on programs may be obtained by contacting the state Departments of Education and Cultural Affairs, Human Services, Labor, Health and Social Services, the State Board of Regents, or the Office of the Attorney General, plus several non-state organizations.

Families First Contributes To All Six National Education Goals

Last fall, the late Governor George S. Mickelson set forth a vision to strengthen and support families in South Dakota, called Families First. Families First is included in this report because it has a positive effect on all six National Education Goals.

One component of this vision is Families First Communities, a process which seeks to involve communities in developing goals to meet locally identified needs.

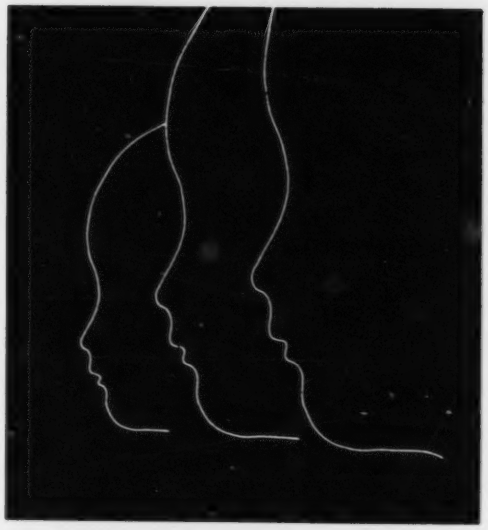
The Families First Community process encourages communities to look at new ways to coordinate resources in health care, education, family support and juvenile justice.

Six communities have participated in the process as pilot sites over the last year: Deadwood-Lead, Vermillion, Gregory, Faith and Flandreau. With the help of community leaders, these six towns have surveyed and assessed priorities for families and children in their local area.

Future direction for the program, based on recommendations from the pilot sites, includes expansion to additional interested communities this fall.

To make Families First successful, the difficulties and stresses which drain a family's resources must be reduced. People need to work together — parents, churches, schools, government, law enforcement, health care providers and businesses — so that South Dakota becomes an even better place to live, work and raise a family.

In addition to the community process, Families First is also a process at the state government level to ensure coordination and collaboration among the many programs and agencies serving children and families in South Dakota.



FAMILIES FIRST South Dakota

Families First directly involves four distinct areas: health care, education, family support and juvenile justice.

Reforming Health Care

Many families can't bear the direct costs of medical services or escalating health insurance. Therefore, they live without necessary medical care altogether. To solve this problem, people need access to quality health care at an affordable price to care for themselves and their

families. To make that happen, we must:

- — expand prevention and primary care
- — promote healthy lifestyles
- — create better community based delivery
- — improve access to health care

Restructuring Education

Our young people are South Dakota's most valuable resource. However, for them to realize their full potential, they must have the knowledge and skills they will need to compete in the 21st century. Improving and redesigning our educational system will strengthen families and give our children the tools they need for success and happiness. To succeed, we need to:

- — ensure that all children start school ready to learn
- — keep all students in school
- — increase local flexibility
- — coordinate current programs

Reinforcing Families

Children grown and develop best in loving families which provide nurturing care. All efforts must be made to assist and strengthen families to meet the needs of their children. When families need special assistance, it is important they receive the support needed to strengthen and stabilize themselves. To support families, we must:

- — promote independent and self-sufficient families
- — strengthen comprehensive home-based services to limit the removal and out-of-home placement of children
- — expand affordable, quality child care
- — increase community resources for children with severe disabilities
- — intensify child support enforcement and collection

Redirecting At-Risk Youth

Family, personal and school problems can negatively affect a youth's ability to make a successful transition to adulthood. Too many young people are steering their lives into unproductive and harmful directions. Through better intervention and more emphasis on prevention, families can become better equipped to help their children become productive and self-sufficient citizens. To accomplish that, we must:

- — involve families and communities in prevention strategies
- — work with troubled youth in their home and community
- — expand community based resources for troubled youth
- — increase alcohol and drug programs

By combining all four of these strategies under the Families First process, South Dakotans will be able to better coordinate and improve what governments and communities do for families and children.

National

1 ***"By the year 2000, all children in South Dakota will start school ready to learn."***

2 ***"By the year 2000, South Dakota's high school graduation rate will increase to at least 90 percent."***

3 ***"By the year 2000, South Dakota students will leave grades four, eight and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."***

Education Goals

4 ***"By the year 2000, South Dakota students will achieve world-class status in science and mathematics."***

5 ***"By the year 2000, every adult South Dakotan will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.***

6 ***"By the year 2000, every school in South Dakota will be free of drugs and violence and will offer a disciplined environment conducive to learning."***

Goal 1
Readiness for School

"By the year 2000, all children in America will start school ready to learn."

Objectives

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies; and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

General questions

To what degree are children entering school ready to learn?

What are the early indicators that young children will enter school ready to learn?

Update '93 Prenatal Care

Key questions

How many low-birthweight babies are born each year? How many mothers receive adequate prenatal care?

Low birthweight births increase 5.5 percent

In 1991, the most recent data available, there were 591 low birthweight births (less than 5 1/2 pounds) equaling 5.4 percent of all live births in South Dakota. This is an increase of 5.5 percent from the previous year. Distribution of birthweight by race shows no variation between whites and Native Americans.

Around 78 percent of South Dakota mothers begin care in the first trimester of pregnancy; only one-half percent do not receive prenatal care, compared to just over 1 percent a year ago.

White women initiate care earlier than Native American women, as only 59.5 percent of Native American mothers began care in the first trimester. But that was an increase of 3.5 percent among Native American women from the previous year. Almost 5 percent of Native American mothers did not obtain adequate care. The percentage of all mothers with low birthweight babies having fewer than five prenatal care visits was 19.7, compared to 17 percent last year. However, for Native American mothers as a group, 49.5 percent had fewer than five prenatal care visits, an increase of 10.5 percent from 1990.

DOH prenatal service expands

The South Dakota Department of Health has expanded the pre-term labor prevention project from 15 to 21 communities. The program includes community and professional education for clinic and hospital staff. The goal is to help pregnant women identify pre-term labor early enough that it can be treated, thus preventing pre-term births.

Through local Community Health Nursing Offices, the Department of Health also offers a variety of prenatal services. These services include: WIC, prenatal and postpartum visits, case management, prenatal education, newsletters, and referrals to physicians and other resources.

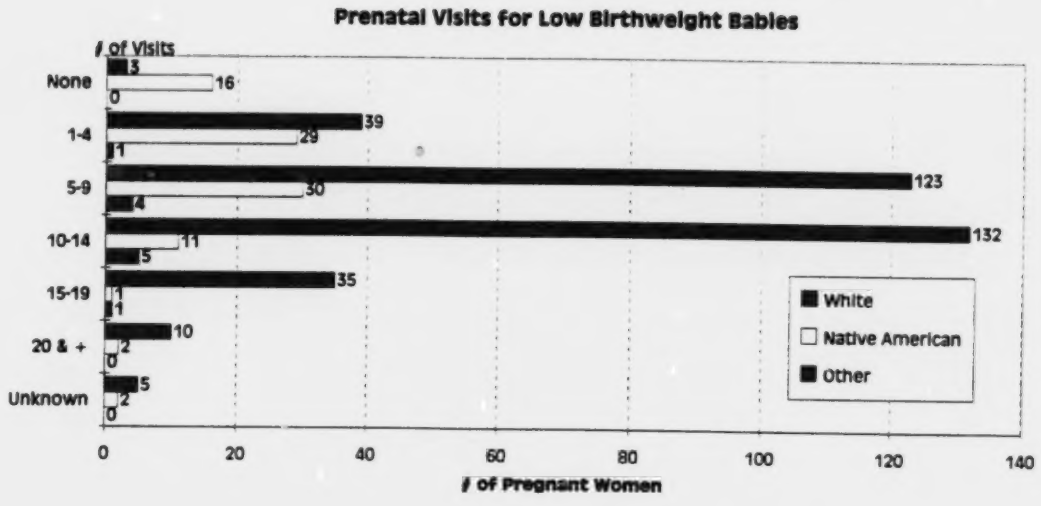
The Department of Health has a five-year grant for preventing disabilities such as Fetal Alcohol Syndrome (FAS), caused by mothers who drink alcohol during pregnancy. During the initial stages of the grant, the department works with a multidisciplinary statewide taskforce to develop a strategic plan and initiate programs to prevent FAS.

FAS Legislation passed

A bill passed by the 1993 state Legislature created a program to counter the effect of prenatal use of drugs and alcohol. The bill requires any primary health care provider of

Low Birthweight Babies in 1991

5.4% of SD babies weighed less than 5 1/2 pounds	Weight	Total		Race					
				White		Native American		Other	
		Number	% of Total Births	Number	Percent	Number	Percent	Number	Percent
	5 lbs. 8 oz. or less	591	5.4	470	79.5	104	17.6	17	2.9



obstetrical care to a pregnant woman and any counselor who provides services to a pregnant woman to educate their patients as to the prenatal effects of drugs and alcohol. To ensure accurate and appropriate patient education, the Departments of Health and Human Services will offer educational materials and guidance to such physicians and counselors, and they will also maintain toll-free information lines to provide information. The bill also instructs the secretary of the Department of Education and Cultural Affairs to adopt and make available to all school districts curricula concerning the physiological effects on the developing child before and after birth caused by the prenatal use of alcohol and other drugs.

Sioux Falls has Teen Parenting Program

The Sioux Falls School District has a Teenage Parenting Program, open to all school-age mothers and mothers-to-be. The program has two parts: prenatal education for pregnant students, and day care for students' children until they're 2 years old. About 20 to 35 girls take part each year. Nine babies were in the nursery last fall, and nine students were in the prenatal class.

In the education program, started in the late 1960s, girls in the last months of their pregnancy take separate classes so they can rest when they need to and avoid the curiosity of classmates. The day care completed its fourth year this spring.

Four girls in last year's prenatal education program said it kept them in school. They all said they planned to graduate. Girls in the program said they had sex education, but it hadn't prevented their pregnancies — none of which were planned.

According to state Health Department figures, of 10,987 births in South Dakota in 1990, 1,187 were to girls 19 and younger.

Single-Parent families increase

A report done by the Center for the Study of Social Policy in Washington, D.C. indicates the percentage of babies born at low weights in the U.S. fell from 5.5 percent in 1985 to 5.1 percent in 1990, and the percentage of teen-agers neither working nor attending school also fell from 6

percent to 2.5 percent in the same time period. Births to single teen-age mothers increased, rising from 5.8 percent of South Dakota's births in 1985 to 7.5 percent in 1990. Of the 3,763 South Dakota families formed with the birth of a first child in 1990, 1,512 were vulnerable because the mother either was single, was a teen-ager or had not finished high school. The report said 376 families were started in 1990 by single teen-aged mothers who had not finished high school.

Improving prenatal care will reduce infant mortality, Secretary of Health Barb Smith said. A new federal program shelp by targeting high-risk pregnancies on Indian reservations, where the infant-mortality rate is double the rest of the state's.

Update '93 Health

Key questions

How many children have access to regular health care and receive proper nutrition? How many have health insurance or Medicaid?

School health centers proposed

The South Dakota Nurses Association proposed the idea of establishing family health care centers in schools, because schools are a natural focal point for families. The concept would focus on health promotion and prevention of illness. The group believes a core of essential services must be established and made available to Americans.

State has healthy environment

The American Public Health Association produced a report card ranking all 50 states and the District of Columbia in five categories — access to medical care, a healthy environment, healthy neighborhoods, healthy behavior and community health service. The rankings were arranged in quartiles, with those in the first quartile doing the best and those in the fourth doing the worst. South Dakota was in the first quartile in healthy environment, in the second quartile in healthy neighborhoods and healthy behavior; and in the third quartile in access to medical care and community health service. The report found that poverty underlies nearly everything, and reinforced the fact that good prenatal care can prevent many babies from being born too small.

Study ranks state 26th in health

South Dakota has the country's 26th healthiest population, according to a nationwide study conducted by Northwestern National Life Insurance Company of Minneapolis.

The study gave South Dakota credit for its low mortality and unemployment rates and its high rate of high school graduation, but also said the state has poor access to health care for rural residents, low state spending on health programs and a high rate of occupational fatalities.

The study, in its fourth year, evaluates states on 17 components that measure access to health care, behaviors such as smoking, occupational safety and disability, disease and mortality.

From last year, the state raised its ranking in the categories of cancer,

heart disease and risk for heart disease, while it did worse in its rates of infectious disease, high school graduation, mortality and premature death.

Secretary of Health Smith said the state's response to the report had two focuses: intensifying health education and enhancing primary and preventive care efforts.

Health care reform being addressed

South Dakota is taking steps to address the issue of health care reform. During the 1992 legislative session, a bill was passed creating an advisory commission on health care. The purpose of the commission, which was appointed in the fall of 1992, is to guide efforts toward reforming the state's health care system.

During the 1993 legislative session, the commission provided guidance to the late Governor Mickelson, which led to an eight-bill health care reform package. Seven of the eight pieces of legislation were passed into law.

Governor Miller is continuing the health reform effort with the commission, charging them to develop health care initiatives that provide access to care, contain costs, promote prevention and primary care, and ensure quality and consumer involvement.

According to a 1992 Department of Health survey, 8 percent of South Dakota's children ages birth to 17 have no health insurance, or health care under government programs such as Medicaid. Essentially, this means they have no access to health care. Access to regular health care for all South Dakotans was a priority of Governor Mickelson's, and continues to be a priority for Governor Miller.

Health and Medical Services in the Department of Health has the Caring Program for Children, a new joint program between state government and private agencies designed to provide primary and preventative health care benefits for children who do not qualify for Medicaid and cannot afford private health insurance.

South Dakota is actively pursuing solutions to health care needs through continued efforts of the Department of Health, in concert with the Governor's Rural Health Strategy Session, the Office of Rural Health and the Department of Social Services.

Update '93 Nutrition

Key question

How many preschoolers are served in nutrition programs?

Day care centers, homes provide nutrition

One hundred seventy-two day care centers and 776 day care homes participate in the Child and Adult Care Food Program. During the previous year, 165 day care centers and 652 day care homes participated. Institutions are reimbursed for meals served, which reduces parental costs. Lunches are served to more than 8,500 preschoolers each day.

Child care providers may also serve breakfast, nutritious snacks and supper to children and receive

additional reimbursement. Preschool programs located in schools may also participate in school lunch and special milk programs. Twenty-four more schools began school breakfast programs in 1992-93. U.S. Department of Agriculture School breakfast grants were received by 26 school sites in South Dakota for 1992-93. Participation in the School Breakfast Program increased by approximately 600 breakfasts each day, to more than 12,000.

The South Dakota Board of Education and the South Dakota School Food Service Association have endorsed a nutrition policy which meets the dietary guidelines recommended for the United States. Educational materials have been developed to promote good nutrition.

Update '93 Preschool Readiness

Key questions

How many preschoolers are properly immunized?

How many at-risk children participate in preschool programs?

How many existing preschool programs are of high quality?

State close to immunization goal

A state law passed in 1992 requires full immunization before children start preschool or attend registered day-care centers. Infant and toddler immunization efforts in South Dakota are making good headway; by one 1992 estimate, about two-thirds of South Dakota 2-year-olds had all their shots. The goal of the National Center for Disease Control in Atlanta is to reach 90 percent of 2-year-olds by the year 2000. Officials said that South Dakota is ahead of much of the nation, and they are optimistic that the national goal will be reached in South Dakota. The NCDC said that 98 percent of children are immunized by the time they go to school, but many of them are immunized very late. Up to 15 vaccinations, beginning at birth and requiring several visits to a clinic, are needed. Protection is maximized if 80 percent of the shots are received by age 2. The state received a $198,000 grant from NCDC to help immunize preschoolers. Once the state reaches its goal of 90 percent by 2000, the challenge is to remain there, officials said.

Part H provides early services

South Dakota is in its extended fourth year of participation in the federal Part H, a program under the Individuals With Disabilities Education Act for infants and toddlers with disabilities age birth through 2 and their families. Part H 1) develops and implements a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services, 2) facilitates the coordination of early intervention resources from federal, state, local and private sources, and 3) enhances the state's capacity to provide quality early intervention services.

The Department of Education and Cultural Affairs (DECA), designated by the Governor as the lead agency in administration of Part H, works closely with the Departments of Health, Social Services, Human Services and the Unified Judicial

System in attaining the purposes outlined in the paragraph above. Thirty-three local interagency networks have been established to address the needs of children with special needs and their families. Two hundred sixty children with disabilities were identified and served during FY '93, 11 more than in the previous year.

Preschool Grants awarded

DECA also administers the Preschool Grant Program, established pursuant to P.L. 99-457. Under this program, the department identifies and provides services to children ages 3, 4 and 5 with disabilities. Seventy-five percent of the state's FY 92 grant of $1.8 million went to local education agencies to provide such services to preschoolers. In FY '93, 2,260 children (in this age group) with disabilities were identified and served, an increase of 67 children over FY '92.

Project Checkpoint serves our youth

Project Checkpoint, now in its third year, is a federal program within DECA to promote collaboration among the state's 12 regional and tribal Head Start programs which serve young children and their families.

Checkpoint activities include: coordinating joint activities, training and otherwise, with the Region VIII and Region XI Head Start programs; collaborating interagency activities of the Office of Child Care Services, AFDC and JOBS, within the Department of Social Services; working with the Model Intake Form, Fetal Alcohol Syndrome Task Force and Immunization Action Project within the Department of Health; Parents as Teachers program — a parent education program that involves working with parents, covering child development from birth to age 3; and Transition.

Of the 15,376 children under age 6 who are in poverty in South Dakota, 3,534 are being served in four parent child centers and 15 Head Start programs in all but two counties of the state. Head Start is a comprehensive program that provides educational, nutritional, health and social services to preschool children from low-income families. The program strengthens relationships within the family by encouraging parental involvement in all aspects of the program.

Four Parent Child Centers serve expectant parents and families in South Dakota who have children 0-3 years of age. Component areas are similar to those for older Head Start children. Since parents generally attend the PCC with their child, parental involvement is 100 percent. Job-related and parenting training are included in the education program for parents.

The financial impact of Head Start programs on South Dakota's local economies is nearly $13 million. For every dollar invested in Head Start, our nation saves an estimated $3-$6 in lowered costs for remedial education, grade retention, crime, health care and welfare in the future.

Head Start has been expanding and taking quality improvement measures over the last several years, and expects to continue until the national goal of serving all eligible children can be reached. Checkpoint has supported and coordinated joint training opportunities in order to improve staff performance, and thus enhance the quality of Head Start programs.

South Dakota is also one of 32 states participating in the National Head Start/Public School Early Childhood Transition Demonstration Project. This research project will measure the effect on children and families of continuing integrated comprehensive services that are delivered from Head Start entry into at least third grade.

Key components of comprehensive services are: developmentally appropriate curriculum, health services, parental involvement and social services. The premise of the project is that children's readiness to learn as they enter public school depends on far more than their cognitive abilities alone. Many factors, including the resources and readiness of families and schools, the social and health delivery system, and the community, affect children's success in the school environment. The project will test the hypothesis that the provision of continuous comprehensive services will maintain and enhance the early benefits attained by Head Start and their families. The Educational Research and Service Center in the School of Education at the University of South Dakota leads the local research aspect of the project.

Chapter 1 programs expand

Chapter 1 reading and mathematics programs have expanded services to provide early childhood education for economically disadvantaged children. Preschool programs in local schools have expanded from 1 to 20 in the past two years.

SDPB offers quality programming

South Dakota Public Broadcasting (SDPB) continues to make quality television programs available to virtually every child in the state, helping them enter school ready to learn, while training day care providers and parents to develop a love of learning in young children. Called the "Learning to Learn" campaign, it utilizes "Mister Rogers' Neighborhood" and "Sesame Street" as primary programming resources.

The Sesame Street PEP Initiative is a two-step process where child care providers are trained to interactively view Sesame Street programs with their children. Learning materials are provided with activities that reinforce the ideas in the program. Secondly, the child care providers read selected stories aloud to the children, who can take part in art, music or drama activities related to the books.

In addition, a special program, "Extending Mister Rogers' Neighborhood" national training teleconference, was aired statewide three times on South Dakota Public Television (SDPTV), making it conveniently available to every child care-giver in the state. This program provides information to parents and day care providers about how to use "Mister Rogers' Neighborhood" with interactive education programs in their own day care setting. As an outreach effort, cooperative extension home economists and hundreds of day care providers received teleconference kits and the "Mister Rogers' Plan & Play" book from SDPTV. The "Play & Play" book is a companion piece to the nationally acclaimed "Mister Rogers' Neighborhood" program which airs daily on SDPTV. More than 1,200 copies of the books have been distributed throughout the state. Requests for the materials have come from a variety of providers: registered

and unregistered day care providers, nursery schools, preschools, public schools, extension offices, libraries, hospitals and nutritionists. The home economists began area training events in July 1992 for day care providers interested in learning how to more effectively use "Mister Rogers' Neighborhood" and associated activities.

SDPTV presented a special night of programming in May, 1992 in an effort to provide youngsters and their parents with information about puberty, sex, AIDS and the miracle of life. The evening was designed to open the door for a continuing dialogue amongst family members. "What Kids Want to Know About Sex and Growing Up" handbooks were made available to families prior to the educational event on a request basis.

The Department of Social Services awarded SDPTV two Early Childhood Development Grants to support the "Learning to Learn" project.

Child Care Services assists low-income families

The Office of Child Care Services in the Department of Social Services administers a $3.9 million federal Child Care and Development Block Grant to improve affordability, accessibility and quality child care. Funds are used to assist low-income families with child care costs and to provide matching fund grants for early childhood programs.

The Office has improved day care services for 1,900 children, an increase of 500 since last year. The Office of Childcare Services:

- Assists low-income families with child care costs
- Improves availability and quality of day care through matching grants for early childhood education, before/after-school day care programs, health andsafety requirements, day care provider training and consumer information
- Works with the Child Care Task Force on the state child care plan
- Monitors and enforces licensing and registration requirements
- Works with parents to promote parental responsibility in selecting child care

These are the major projects of Child Care Services:

- Rapid City School Readiness — With a matching fund grant awarded through CCS, the Rapid City School Readiness Program was implemented. This program is a collaborative effort of the RC school system, Crippled Children's Hospital/School Outreach, and Youth and Family Services. The program is delivered to children where they are cared for on a daily basis, such as family day care homes, day care centers and in the child's own home. Fifty volunteer sites in the area have received training and assistance in five component areas. These areas include social/emotional, cognitive, language, physical and parent education.

The program will serve as a model program for dissemination in the Northern Black Hills communities and on a statewide basis.

Health & Medical Services has several projects

The goal of Health and Medical Services for the Department of Health is to ensure access to needed services, to provide technical expertise, and to facilitate development of community driven health programs for the people of South Dakota.

Among the Health and Medical Services projects are Nutrition Services; the Women, Infants and

Children (WIC) and Family Day Care Food Programs; Well Child Conferences; developmental screenings; kindergarten screenings and round-ups; Children's Special Health Services; the Infant Immunization Initiative in Rapid City, in which the goal is to immunize 90 percent or more of the children with all recommended vaccines by their second birthday; the Healthy Kids Club; and the Caring Program for Children.

Goal 2
High School Completion

"By the year 2000, the high school graduation rate will increase to at least 90 percent."

Objectives

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Update '93 Graduation

Key questions

What is the current high school graduation rate?

What is the dropout rate?

How has the dropout rate changed over time?

In particular, has the gap in rates narrowed for minority students and their non-minority counterparts? What factors appear to increase the likelihood of dropping out? What specific reasons do students cite for dropping out of school?

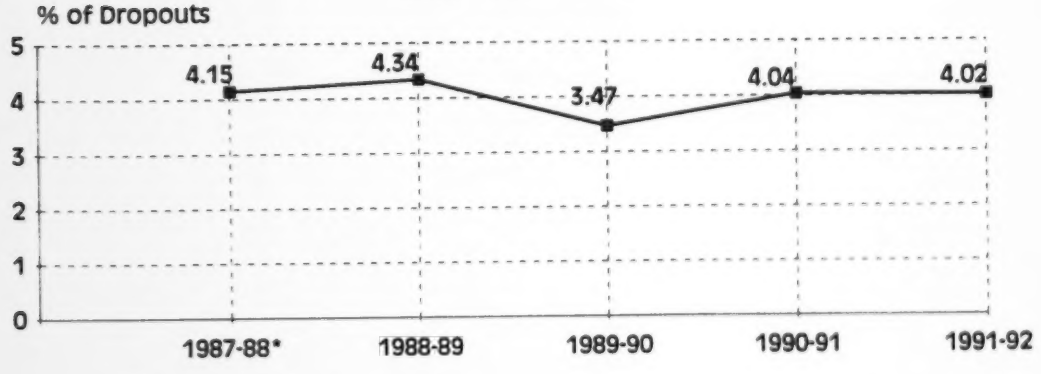
State has nearly 84 percent graduation rate

South Dakota's young people completed high school in public/non-public systems at the rate of 83.92 percent during the 91-92 school year, the most recent year for which figures are available; this was an increase of .04 percent over the previous year. This rate places South Dakota among the top 10 in the nation. At the same time, the other half of the equation — the dropout rate of 16.08 percent over four years — is a great concern to educators and state leaders. It is important to note that the percentage of students who drop out somewhere in grades 9-12 during the 1991-92 school year is 4.02 percent (about 1,652 students); the cumulative effect over the four years of high school results in an overall 16.08 percent of young people who started high school but did not finish.

The high school completion rate in South Dakota public schools is somewhat better. Overall, public high school students completed at a rate of 87.16 percent, ranking South Dakota again among the top 10. The public-only high school dropout rate across grades 9-12 in 1991-92 was 3.21 percent, down .13 percent from the previous year; the cumulative effect over four years results in an overall 12.84 percent of young people who entered public high schools but did not finish.

The completion rate for non-public schools (parochial, private and Bureau of Indian Affair-federal) is much lower — only 53.20 percent,

South Dakota Dropout Rate, Grades 9-12
Last Five Years



* - Rate includes 7th and 8th graders

meaning that the dropout rate is 46.80 percent. The dropout rate across grades 9-12 in 1991-92 for non-public schools was 11.70 percent.

Among white students, the overall dropout rate was 9.16. It was 9.52 in public schools and only 1.42 in non-public schools. The graduation rates for white students were 90.84 overall, 90.48 in public schools and 98.58 for non-public schools. The dropout rate for white students across grades 9-12 in any one year was 2.29 percent; the figure for public schools was 2.38 percent, and for non-public schools, it was .38 percent. The overall dropout rate for white students in grades 9-12 in 1990-91 was 9.36 percent.

The significant gap in high school graduation rates between Native American students in public/non-public schools in South Dakota and the remainder of the high school population continues to be a grave concern, even though the graduation rate for Native Americans slightly improved. Figures show that only 29.32 percent (27.64 last year) completed high school, leaving a total of 70.68 percent (72.4 last year) of Native American young people who did not complete high school. The percentage of Native American students who dropped out somewhere in grades 9-12 in any one year was 17.67 percent (18.09 last year), with the cumulative numbers totaling 70.68 percent of young Native Americans who started high school but did not finish.

Native American students who entered public high schools completed at a rate of 36.76 percent, an increase of 6.68 percent from 1990-91. The public-only high school dropout rate among Native American students across grades 9-12 in any one year was 15.81 percent, compared to 17.48 percent the previous year; the cumulative effect over four years results in an overall 63.24 percent (69.9 the previous year) of young Native Americans who entered public high schools but did not finish.

The Native American completion rate at non-public schools was 22.36 percent, compared to 25.16 in 1990-91; the dropout rate was 77.64 percent (74.84 in 1990-91), and the dropout rate among Native American students across grades 9-12 in any one year at non-public schools was 19.41 percent, compared to 18.71 the year before.

KODA should help lower Indian dropout rate

Don Schanandore, state Indian Education coordinator, said the dropout rate is the No. 1 problem in Indian education, but while the Indian dropout numbers are higher, they may not be accurate, according to state officials. State Education Secretary John Bonaiuto estimates the numbers may be off 30 or 35 percent.

The problem is that Native American students aren't uniformly tracked after they leave a particular school, Schanandore said. If a student enters another school later and that fact goes unreported, the student remains listed as a dropout.

State Indian Affairs coordinator Francis Whitebird said South Dakota has established a statewide system for tracking Native American students called KODA — Keeping Our Data Aligned. Koda also means "friend" in the Dakota language. Starting this fall, schools with a significant Native American population file weekly reports on students enrolling or leaving, and a central computer

Bulletin Board System at the University of New Mexico in Albuquerque, N.M., called the Educational Native American Network(ENAN), stores and processes the information. Whitebird said the system will allow officials to get a more accurate picture of Native American dropout rates.

KODA is a d-Base bulletin board on the ENAN system. Dennis Schutt, the superintendent at Marty Indian School in Marty, is the coordinator between South Dakota and Albuquerque. Elliott Halsey of Marty will be training South Dakota schools how to use the system. Schutt said that all 20 Bureau of Indian Affairs schools and 44 more public school systems with at least 50 Native American students will use KODA. South Dakota is the first student tracking project in the nation for the ENAN system, Schutt said.

Schutt said the cooperation between the BIA and state schools is significant to the success of the project. He said it's easy to track students if they stay in one area of the state, but presently, it is very difficult to do when students transfer to schools from one area of the state to another.

"Hopefully this will prove that the Native American dropout rate is lower than it has been reported," Schutt said. "Dropouts aren't always dropouts. Many kids are going back to school, but just to different schools. What we're trying to come up with is an accurate way of tracking the kids. The Native American dropout rate is more a rate of transition and movement to different schools. Hopefully this type of study will dispel some of the myths which have come about concerning Native American students."

Schutt said the project has a minimal pricetag. The state has invested about $3,000, which includes the necessary software. A toll-free telephone number is already on line.

To improve the Native American dropout rate, Schanandore suggested reducing turnover among teachers in schools with high numbers of Indian students, better communication, adding courses on cultural differences for college students training to be teachers, and interviewing students who were leaving so school officials would better understand their reasons.

Update '93 Alternatives — JTPA and GED

Key questions

Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent in some other setting?

What conditions might encourage their return to school?

JTPA serves at-risk youth

The Job Training Partnership Act, the cooperative program between the Department of Education and Cultural Affairs and the Department of Labor that supports alternative schools, continues to serve at-risk youth in South Dakota. The 11 alternative schools, offering programs for drop-outs and students at high risk of dropping out from 45 traditional high

schools, are funded by the State Job Training Coordinating Council and received a total of $450,000 to operate in FY93. The sources of the funds are $250,000 from DECA and $200,000 in Department of Labor JTPA Governor's set-aside funds. These funds are matched on an equal basis by the 45 local participating school districts which sponsor the alternative schools.

Each school operates a program designed to serve the needs of the local community and participating school districts and to "provide an opportunity for an individualized, quality education that encompasses personal growth, academics and employability through a supportive, success-oriented environment."

Alternative schools strive to:

- — provide a second chance at education
- — reach and curb dropouts
- — increase employability
- — work cooperatively with local school districts, parents and communities, and
- — assist with a student's further education.

There are other ingredients common to all of the alternative schools. The identification of youth at risk of dropping out of school or those who have already dropped out is a joint process involving local schools, community organizations, local Job Service offices and career learning centers. Students are interviewed, and together with alternative school staff, develop a plan for success. Schools set specific guidelines for student behavior and attendance that will ensure success. Alternative schools work in cooperation with local districts to offer basic academic and vocational classes leading to a high school diploma. All of the schools use state-certified instructors, teaching the curriculum approved by the local district.

During FY93 (July 1, 1992-June 30, 1993), 540 students enrolled in alternative schools. Of that number, 263 left, for the following reasons:

- — 61 students returned to their local schools (down from 100 in FY 92). These students had originally enrolled in alternative schools after having dropped out of school or as referrals from local schools before dropping out of school. Alternative school students returning to local schools indicates the success of alternative schools in remediating students to a level where they can receive their high school diploma.
- — 115 students completed their high school education directly from the alternative schools. Of these students who received their high school diplomas, 63 also became employed by termination. Approximately the same number of students will graduate from alternative schools this year as last year (110), but the percentage of graduates compared to all terminations increased by about 10 percent.
- — 87 students terminated from the alternative schools without obtaining any of the above results

It is apparent that the alternative schools are providing a valuable service to a large number of at-risk youth in South Dakota. Alternative schools are providing a second chance at education for dropouts, reaching and curbing dropout from local schools, increasing the employability of individuals, and graduating students with high school

diplomas. Alternative schools are providing the means for at-risk youth to become self-supportive adults.

GED is another alternative for dropouts

Dropouts who do not choose to pursue a high school diploma through an alternative school can earn a high school equivalency certificate through General Educational Development (GED) programs located throughout the state. In 1992, 1,097 adults passed the GED test and were awarded a high school equivalency certificate. About 63 percent of these people are under 25 years old; about one-third of them are between ages 17-19. The average age of the examinee was 25; their average grade level completed was 9.8 years.

It should be noted that the number earning the GED certificate each year is less than the number of dropouts for a single year — the span of years between ages 17-25 represents nine years. If South Dakota is to meet the goal of 75 percent of dropouts earning a high school diploma or its equivalent, the numbers passing the GED test must increase dramatically over the next few years.

South Dakota Public Television offers "GED on TV," a program series that prepares adults for the high school equivalency exam. South Dakota Public Broadcasting provided 100 sets of workbooks for persons studying for GED in conjunction with the "GED on TV" series, beginning this fall.

Second-Chance legislation passed

The 1993 state Legislature passed a bill, introduced by Governor Mickelson, to increase payments to school districts which graduate second-chance students. The law stated that any dropout, or student who is at risk of dropping out, and is beyond the age of compulsory school attendance, may enter any public high school outside the student's resident district at no tuition cost to the resident district or the entering student. The receiving district is eligible to receive an amount equal to 125 percent of the per-pupil cost for each full school year that a second-chance student successfully completes.

Update '93 Youth at Risk Trust Fund

Trust Fund now in its third year

The Youth at Risk Trust Fund, initiated by the late Governor Mickelson and authorized by the state Legislature, is now in its third year. Interest from the endowment made $482,460 available for local programs for youth.

In 1993, the fund awarded 26 grants for youth-at-risk programs, six more than in '92; 10 (eight in '92) are start-up projects and 16 (12 in '92) are continuation funds for second- and third-year projects. The grants finance programs for potential dropouts, teen parents and their children, delinquents and single parents. The fund was established to ensure that all young people in the state have the skills to achieve economic self-sufficiency. Local matching funds are required at 25 percent the first year of operation, 50 percent in the second year and 75 percent in the third year.

With continued support from the

Sioux Falls School District, the STARS project (an alternative education program) will enter a third year, serving high school students at Washington High School. By providing an alternative classroom and support system, students who are at the greatest risk of dropping out have been able to achieve success and stay in school.

In Kyle, on the Pine Ridge Indian Reservation, the school district established a day care center for children of teen mothers. This program, like the one at Sioux Falls, is in its third year of funding. The program has expanded to include parenting classes for mothers and fathers. In the first two years of the project, the graduating class valedictorian has been a day care parent.

Program administrators and local education personnel give the Youth at Risk Trust Fund programs a thumbs-up for improving both grades and attendance.

Update '93 Initiatives

Additional programs being implemented

South Dakota is implementing additional programs to increase school attendance and graduation levels, including initiatives in vocational-technical and special education

Effective with the 1992-93 school year, all school districts are required to evaluate their secondary vocational-technical programs, utilizing the following standard: 90 percent of students enrolled in a secondary vocational education program will remain in school throughout the school year, including students identified as traditionally gender under-represented and other members of special populations.

The Individuals With Disabilities Education Act and state administrative rules require school districts to develop and implement transition plans for young people with disabilities, starting at age 14. Transition planning assures meaningful movement from school to post-school life. This program targets keeping disabled students in school through high school graduation or age 21.

Although it is too early to speculate on results, educators are positive about the potential of further reducing the state's dropout numbers through these additional efforts.

Goal 3
Student Achievement and Citizenship

"By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Objectives

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Update '93 Achievement Tests

Key question

What percentage of students at different grades have demonstrated competency in selected subject areas such as English, mathematics, science, history, geography, foreign languages, and the fine arts?

State's achievement test scores above national average

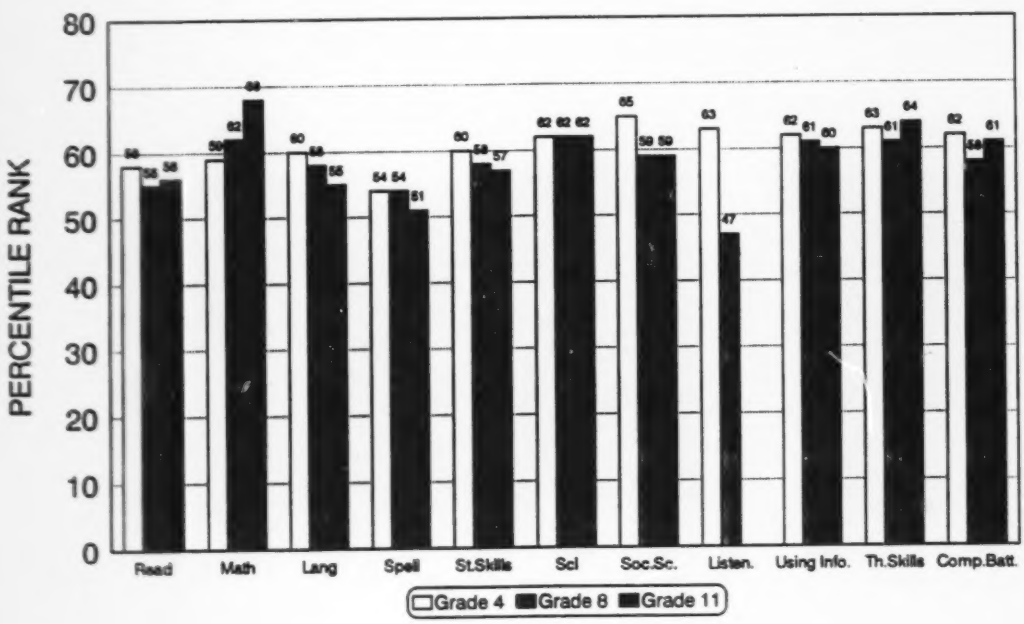
The graph below summarizes Stanford Achievement Test results for South Dakota students in Grades 4, 8 and 11. The 50th percentile is determined to be the national average score.

South Dakota students continue to score above the national average of the 50th percentile on the Stanford Test, and also the Otis-Lennon Ability Test. More than 31,000 students in Grades 4, 8 and 11 took the test during April 1993 as part of the state's annual testing program.

Of the 32 tested categories on the Stanford test, scores across all grades increased in 16 areas (14 in the previous year), remained the same in five areas (five), and dropped slightly in 11 areas (13). The largest increase was in 11th grade math, where the score went up six percentage points. The thinking skills scores increased for all three grades, while the spelling scores decreased slightly for all three grades.

The highest scores for Grade 11

STANFORD ACHIEVEMENT TESTS (SAT 8)
SPRING 1993
COMPARISON GRADES 4, 8 AND 11



were in Math (68), Thinking Skills (64) and Science (62); the lowest scores were Spelling (51), Language (55) and Reading (56). Grade 8 scored highest in Math and Science (each 62), and Using Information and Thinking Skills (each 61); lowest scores were in Listening (at 47, the only score below the national average), Spelling (54) and Reading (55). Grade 4 scored highest in Social Science (65) and Listening and Thinking Skills (each 63), and lowest in Spelling (54), Reading (58) and Math (59).

A comparison of overall performance from grade to grade reveals that students in Grade 4 (62) generally perform at a slightly higher level than students in Grades 8 (58) and 11 (61). As students progress through school, the course-of-study moves from learning basic skills to applying basic skills in the curriculum, which becomes both expanded and more varied.

The five-year comparison of Grades 4, 8 and 11 indicates consistent performance on standardized tests by South Dakota students. In 1993, the composite scores for Grades 4 and 11 were each the highest for the five-year period, while the Grade 8 score was only one percentile lower.

Scaled score growth for Grade 8 from 1989 to 1993 shows that students are progressing at or near the national average growth rate in most areas, except Listening, where South Dakota's average growth was 12 points behind the national average. South Dakota's growth rate in Math was three points above the national average.

Females outscored males on the Complete Test Battery at all three grade levels. Female strengths are Reading, Language, Spelling and Study Skills. Male strengths at all three grade levels are Science and Social Science.

On the Otis-Lennon Ability Test, 26 percent of South Dakota fourth graders ranked above average, compared to the national average of 23 percent; 35 percent of South Dakota's eighth and 11th graders were above average, compared to 23 percent nationally in both grades.

Alternative test methods being explored

In collaboration with the Mid-Continent Regional Education Laboratory in Denver, alternative methods of assessing student achievement are being explored. In addition, South Dakota's National Science Foundation-Statewide Systemic Initiative (NSF-SSI) piloted use of performance-based assessment in its project schools during the 1992-93 school year.

Computers improve Pine Ridge test scores

Pine Ridge High School, a Bureau of Indian Affairs school, reports that computers have helped raise standardized test scores. Scores have gone up since the school got its first Apple computers almost two years ago.

Pine Ridge is one of 20 schools across the nation to get a grant from Apple Computers and now has about $210,000 worth of equipment. The first computers arrived in March 1991. Apple officials were so impressed with Pine Ridge's work and use of the first grant that it upgraded Pine Ridge's computers.

Six students from Pine Ridge attended the National Education Computing Conference in Florida in June. The students shared their work with other students and teachers.

Update '93 Initiatives

"Big Four" head restructuring effort

South Dakota's efforts at improving the state's educational system through restructuring have been headed by what education officials call "The Big Four" of the Modernization of Education Program, the National Science Foundation-Statewide Systemic Initiative (NSF-SSI), Technical Preparation (Tech Prep) and the Arts as Basic Curriculum (ABC) Program. These are all programs of the state Department of Education and Cultural Affairs (DECA).

Modernization based on 3 R's

As it reached its third year, the Modernization project involved 20 schools and more than 28,000 students. The state funds earmarked for the school-restructuring initiative were increased by the 1993 Legislature to $2,050,000.

The project was started in 1991, when the legislature approved Governor Mickelson's proposal and authorized $1.3 million in funding for the Modernization of Education Program. Eight South Dakota school districts were selected as pilot sites: Belle Fourche, Lyman, Sioux Falls, Sioux Valley, Todd County, Vermillion, Wall and Watertown.

Each site developed and implemented plans to redesign curriculum to include more hands-on learning, use community resources, assess student knowledge and increase parental involvement. Modernization is based on the 3 R's: revitalizing instruction, reaching student achievement, and relinking with the local community.

At the governor's request, the 1992 Legislature approved funding to double the number of schools involved in Modernization. Added school districts were Aberdeen, Brookings, Chester, Custer, Dell Rapids, Mitchell, Rapid City and Stanley County. The 1993 state Legislature approved funding to add four more sites to the program: Flandreau, Wessington Springs, Beresford and Lead/Deadwood, bringing the total number of schools involved in Modernization to 20.

Each site has designed a modernizing education plan to meet local needs, with input from parents, businesses and community leaders. Four regional coordinators and a statewide manager have been hired full-time to assist districts with restructuring efforts.

The Modernizing project is being coordinated with the $7.5 million, 5-year, National Science Foundation-Statewide Systemic Initiative awarded to South Dakota in 1991. The two projects have shared staff and continue to collaborate on trainings and workshops whenever possible. During the past summer, joint training sessions were held involving more than 300 educators.

State benefits from NSF grant

The NSF-SSI represents the largest federal education grant ($7.5 million for five years) received by South Dakota. It initiated the program of collaboration between local schools and public universities with a statewide math-science conference in January 1992. The NSF-SSI will be detailed in Goal 4.

Tech Prep prepares students for workplace

Tech Prep is an innovative educational reform initiative designed

in 1991 to prepare secondary and postsecondary students for the globally competitive, technical workplace. Tech Prep requires students to complete a cohesive sequence of integrated academic and technical coursework starting in high school and continuing through postsecondary education to an associate degree or two-year certificate in a technical field.

Tech Prep is federally funded and grounded on the following principles: 1. Academic learning and occupational skills development are inextricably linked; 2. Coursework is designed to help to help students see a purpose and real-life connection between what they learn in school and their future work lives; 3. The goal is to prepare all students to leave school ready for work and future learning.

Tech Prep is necessary because studies commissioned by the U.S. Congress verify that: 1. Skill shortages are becoming a dominant labor problem; 2. High school vocational education programs cannot teach a sufficient level of skills for most jobs of the future; 3. Most young people will change jobs several times during their careers; 4. Secondary and postsecondary programs have not unified their efforts; and 5. General education students, defined as those not pursuing a college-prep curriculum or vocational education curriculum, have no clear path to enter the workforce or pursue higher education.

Tech Prep helps students become responsible citizens and makes them employable in a wage-earning position. They are both learning to know and learning to do.

There are 82 schools involved in Tech Prep, 62 formally and 20 through other sources, such as vocational consortiums. Participation in Tech Prep is encouraged as a vehicle for educational change. The Office of Adult, Vocational & Technical Education within DECA assists all South Dakota schools in making the necessary changes in academic and technical coursework to prepare students for the 21st century.

ABC Program integrates arts into curriculum

The Arts have also been an integral part of the state's restructuring process, through the ABC Program. The ABC Program was begun in 1991 by the South Dakota Arts Council (SDAC), in partnership with other agencies and with advice from the South Dakota Arts Education Task Force. The program is funded in part by the National Endowment for the Arts, as well as DECA's Modernizing Program through the state Legislature.

The basic goal of ABC is the development of K-12 sequential arts education curricula unique to an urban, rural and tribal school. ABC became an integral part of the restructuring because of the interest in integration of core subjects and establishing exit outcomes and assessments. The arts fit all of these criteria.

The three original ABC districts (Aberdeen, Todd County and the Northeast Educational Services Cooperative) are also Modernization, NSF-SSI and Tech Prep participants. The other ABC districts, added in 1992, are Yankton, Platte and Takini.

The funding and technical assistance to the six ABC sites are spurring the sites to become more actively involved in activities that improve the placement and role of

the arts in the local schools. South Dakota is a national leader in implementing the arts with the core curriculas.

This May, an ABC task force made the following recommendations:

— that SDAC continue to support the ABC program through state and national funding, and that the ABC program remain an integral part of the statewide restructuring efforts, assuring an essential role for the arts in the schools

— that each of the current six ABC sites is worthy of continued funding by SDAC

— that SDAC needs to increase its review of an technical assistance to sites where progress has been judged by evaluators to be uneven

— that the goals of the ABC program should be revised to reflect current trends of the state's restructuring of education, with the ultimate ABC goal being K-12 sequential arts education

— that SDAC should develop the means to improve facilitation of networks, including mentorship between sites and printed materials to the sites about the program

— that SDAC will continue to utilize strong partnerships with South Dakotans for the Arts, South Dakota Alliance for Arts Education and key arts organizations represented on the task force, to facilitate networking

— that existing funding levels supporting ABC pilot sites will need to be reviewed based on the size of each pilot district or cooperative, scope of the local ABC plan and the implementation process

— and that the SDAC staff will review and revise, as appropriate, ABC applications, budget information, goals and criteria, evaluation and reporting materials for future applicants and continued requests from current ABC pilot sites.

School Report Cards provide information to public

In late October, DECA will issue report cards for all of the accredited schools in the state for the second time. The Report Card was mandated by the 1990 Legislature and is designed to increase public knowledge of each school's performance. Report cards include a wide range of information, including curriculum, test scores, special services, teacher/pupil ratios, teacher preparation, salaries, enrollment, dropout and retention rates, and revenues and expenditures.

Effective Schools a team effort

Ninety schools have participated in the Effective Schools program, which is a team effort involving school boards, superintendents, principals, school staff, students and the community. Using local data, team members target the needs in the school and outline plans for improvement. The entire school staff is involved in implementing the plans and weighing results. DECA sponsors the Effective Schools program. Education officials have said that participating in the Effective Schools program is the best way to prepare for one of "The Big Four."

CREST workshops popular

Over 130 school districts have participated in CREST (Curriculum Restructuring for Effective Schools Tomorrow)summer workshops since 1990. Local teams, composed of teachers and administrators, meet with state and national experts to redesign curriculum to meet the ever-changing needs of students. The program is funded by DECA.

DECA awards grants

Over $50,000 in local staff development grants are awarded annually by DECA to local schools through a competitive process.

Other DECA offices contribute to restructuring

Other offices within DECA also contribute to the restructuring effort:

— The Equal Education Opportunities Office assists all South Dakota school districts in providing appropriate educational experiences leading to improved life chances for all children, regardless of their sex, race, color or national origin.

— Chapter 1, a federally funded program, improves educational opportunities of educationally deprived children to help them succeed in regular educational programs, attain grade-level proficiency and achieve in basic and more-advanced skills.

— The Office of Special Education is responsible for assuring that all children with disabilities, ages birth through 21 years, and in need of special education or related services, receive a free, appropriate public education.

— Child and Adult Nutrition Services provides nutrition education and funding to both children and adults, giving them the ability and opportunity to be educated and possess the knowledge and skills necessary to compete in a global economy, and exercise their rights and responsibilities as citizens of South Dakota and the United States.

— The South Dakota Library Network is a group of 120 libraries that use a computer system and Unisys PALS software to provide shared information from the collections of 36 multi-type libraries from across the state. The main public feature of SDLN is an on-line public access catalog, similar to a massive card catalog.

— In October, 1992, South Dakota Public Television premiered "Ghostwriter," the Children Television Workshop's new multi-media literacy project for children. The project is designed for 7-10-year-olds, with a special focus on 9-and-10-year olds and children who are economically disadvantaged or belong to minority groups. The program's goals are to: motivate children to enjoy and value reading and writing; show children how to use effective reading and writing strategies, and provide children with compelling opportunities to read and write. Initial research by four independent research firms revealed that "Ghostwriter" earned a rating of "great" from 94 percent of a cross-section of children who watched the pilot.

Curriculum Center, NDN assist schools

Another asset to schools which are restructuring is the South Dakota Curriculum Center, which offers schools assistance in examining and creating quality curricula through training and the loaning of research information and curriculum materials. The Curriculum Center is the state facilitator for the National Diffusion Network, which is administered by the U.S. Department of Education. NDN provides funds to "diffuse," or distribute, information about exemplary programs to public and private schools, colleges and other institutions across the country. These programs and the NDN state facilitators form a resource network that helps other schools adopt NDN programs for their own use in order to improve the education of their students.

Project Achieve helps disadvantaged youth

"Project Achieve" is a component of the Job Training Partnership Act Program, sponsored by the state Department of Labor. The summer program, for economically disadvantaged youths, has 460 participants statewide.

In the program, students attend class four hours a day Monday through Friday and work four hours each afternoon in the community. A curriculum was developed by the state to improve reading, math, oral and written communication, and employment skills. The students, ages 14 through 18, are paid to attend school and work. Each student can earn up to $900. Jobs range from outdoor cleanup projects to office and clerical work.

Federal grants awarded for youth employment programs

The federal government awarded South Dakota $2 million for youth employment programs. The money, part of $21.3 million made available by Congress, was for disadvantaged youths ages 14-21. The funds were part of the 1993 Summer Youth Employment and Training Program in six Rocky Mountain states.

State is at forefront of education change

South Dakota is at the forefront of education change. Federal, state and local resources are being effectively directed toward strategies which will increase student achievement and ensure that South Dakota students are well prepared for responsible citizenship, further learning and productive employment.

Update '93 Citizenship

Key question

To what degree do students demonstrate responsible citizenship?

Moral instruction taught to students

Much attention was focused statewide on good citizenship and personal responsibility during the 1992 legislative session. Lawmakers amended a 1901 statute requiring schools to teach the values of truthfulness, temperance, purity, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, and due deference to old age. Added to the existing language were "sexual abstinence" and "AIDS instruction."

To implement the statute, the South Dakota Board of Education promulgated rules requiring every accredited school district/system to submit a signed statement of assurance, verifying that principles of moral instruction will be taught to students.

STEP is a community service program

A boost to the state's efforts to expand citizenship activities among students was received with the award of a small federal grant for local community service programs. Schools which offer a School Transition to Employment Partnership (STEP) program added a community

service requirement to the curriculum during the 1992-93 school year.

DECA coordinates mock election

DECA again coordinated the national Mock Student-Parent program among high schools in 1992 as a way to further encourage voter preparation and participation. The students correctly predicted that Bill Clinton would be the next president of the United States. DECA will coordinate another mock election in 1994.

Human Relations required for teachers

South Dakota teachers will be better prepared to demonstrate and coordinate citizenship activities as a result of the South Dakota Board of Education action requiring three credits of South Dakota Indian Studies and three credits of Human Relations for teacher certification; teachers renewing a certificate are required to complete one credit of human relations course work.

State among voter-turnout leaders

South Dakota prides itself on the overall high levels of citizenship demonstrated by citizens and modeled in schools. According to the Secretary of State's Office, 89.7 percent of the state's 18-year-olds were registered to vote in the 1992 presidential election, ranking South Dakota sixth in the nation. The state's overall voter turnout percentage was 75 percent.

Additional attention and involvement are expected through implementation of new and/or amended statutes and rules.

Goal 4
Science and Mathematics

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

Objectives

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase to 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Update '93
National Science Foundation Grant, Vocational Education, Higher Education and SDPTV

Key questions

How many science and mathematics teachers hold degrees in the subject areas which they are assigned to teach?

How many undergraduate and graduate science and mathematics degrees are awarded to South Dakota students?

Do schools specify mathematics and science as priorities?

South Dakota
National Science Foundation Systemic Initiative

NSF-SSI teaches hands-on math and science

South Dakota received a 5-year, $7.5 million grant from the National Science Foundation in 1991 for strengthening math and science education. Through the grant, the state has started several projects and programs and is adopting math and science standards which emphasize a hands-on approach to learning.

Teacher retraining and revamping teacher education programs at the state's colleges and universities are integral components of the grant.

A statewide math-science conference, held in the spring of 1992, introduced school districts and university staff to the challenges and opportunities which can be addressed by the grant.

The state's National Science Foundation-Statewide Systemic Initiative (NSF-SSI) supports a program of reform in the teaching of math and science, kindergarten through university. More than 50 percent of all South Dakota school districts are involved in the state's NSF-SSI.

NSF-SSI is also facilitating the development of the South Dakota Mathematics and Science Benchmarks, which are performance expectations of students in math and science in grades 4, 8 and 11. The Benchmarks will guide the selection of performance-based assessment in selected schools throughout South Dakota. Selected students in grades 3, 5, 7, 9 and 12 will be assessed through open-ended performance tasks.

Forty-five South Dakota teachers met in July to review and revise previously developed Math and Science Benchmarks. The initial draft of the Benchmarks was published in September 1992 and represented a statewide grassroots effort that involved educators from elementary, middle and high schools, and universities. This year, teachers reviewed the Benchmarks with an eye on using hands-on technology in the

classroom and introduced performance expectations for grades K-2.

The Benchmarks fully illustrate the NSF-SSI's vision to improve the teaching of mathematics and science throughout the state. Based upon the Benchmarks, teachers drafted Curricular Frameworks, which will serve to identify educational policy issues, the selection of appropriate classroom materials and textbooks, and focus on classroom strategies that are conducive to the implementation of the Benchmarks.

More than 70 participants from the new 1993 NSF-SSI project sites met in June to discuss classroom strategies they intend to implement in mathematics and science curriculum during the next year. The implementation workshop blended experiences and insights gained from 1992 NSF-SSI projects with the renewed focus of national mathematics and science initiatives. Project teams were exposed to national standards and initiatives, state mathematics and science benchmarks, assessment models, outcomes, grant management and communication channels. Upon the conclusion of the three-day workshop, participants developed a broad list of expectations for themselves as educators, administrators, NSF-SSI project sites and citizens of South Dakota.

Twelve more multi-year staff-development and curricular-change grants were awarded this year by NSF-SSI. Grants totaling nearly $640,000 were awarded to Augustana College in Sioux Falls, the Black Hills Special Services Coop in Sturgis, Brandon Valley School District in Brandon, Capital University Center in Pierre, Crazy Horse Day School in Crazy Horse, the Deuel and Hamlin School Districts in Clear Lake and Hayti, Faulkton School District in Faulkton, Herreid School District in Herreid, Andes Central School District in Lake Andes, Sioux Falls School District, the Southeast Area Coop in Beresford and Todd County School District in Mission. One-year planning grants of $5,000 each were awarded to the Chester Area School in Chester, Dakota State University in Madison, Northeast Educational Services Coop in Hayti, Sioux Falls Schools, Stanley County Schools in Fort Pierre and Sully Buttes Schools in Onida, and Winner Schools in Winner. Since 1992, 28 projects have been funded.

South Dakota school districts are investing in new local directions for math and science education. In addition to project funding, the state's NSF-SSI program financially supports each project site with a computer and linkage network, staff development and training, performance-based assessment, and curriculum-development assistance. As financial partners with the NSF-SSI, universities and local school districts contributed more than $580,000 to project-site educational change during 1992.

The first Science and Mathematics Teaching Academy, sponsored by NSF-SSI, the Mid-Continent Regional Educational Laboratory and the National Diffusion Network, was held in August in Pierre. The academy focused on current research for teaching and learning in science and mathematics. Emphasis was placed on an inquiry based style of teaching and learning, assessment practices, and on bringing the lessons into the classroom. National-level speakers from McREL, The National Diffusion Network, Optical Data Corporation and Wolfram Research presented sessions.

Starting in January 1993, the NSF-SSI has been a consistent user of the state's Rural Development Telecommunications Network, utilizing more than 50 hours on the interactive network. A combination of video conferences, orientations, workshops and for-credit courses have been developed and taped for distribution. Positive public responses to the RDT Network offerings have included: effective use of limited time, ability to illustrate innovative teaching methods, ability to showcase the use of technology in the classroom and allow for many project sites to share information.

Postsecondary education partnerships have been further strengthened through the expanding involvement of postsecondary institutions with: curricular change and staff development grant project sites, the Higher Education Council, the Conference on the Teaching of Undergraduate Mathematics and Science, and the state's Tech Prep initiative.

EPSCoR and Augustana College Teaching Fellowships were co-sponsored by the NSF-SSI. Mathematics and science high school teachers from across the state were teamed with university faculty to conduct math or science research with an eye on applying their knowledge to classroom activities and curriculum during the year. University faculty from USD, SDSU, Augustana and SDSM&T were associated with the fellowships.

State receives Eisenhower Grant

South Dakota was awarded $801,360 from the Eisenhower Mathematics & Science Grant Program for flow-through grants for local school districts at the elementary and secondary levels. The grants are used for math and science teacher inservices.

Tech Prep prepares students with science, math

Further change in math-science assessment is anticipated in vocational education. The Tech Prep Initiative is based on courses in applied math, physics, chemistry, biology, communications and technology that prepare students for postsecondary technical education and/or employment upon completion of the 12th grade.

State students score well in math, science tests

Overall, South Dakota students again scored well above the national averages in math and science and are progressing upwards at the national average growth rate, according to data from the annual administration of the Stanford Achievement tests in grades 4, 8 and 11. Intensive programs in the development of curricula, teacher training and teaching techniques are being developed to continue this progress, and to narrow the gap between measured school ability and actual achievement.

Higher education aids the math/science/engineering effort

Higher education is an integral player in the efforts to restructure mathematics, science and engineering education.

Degrees awarded in the areas of mathematics or science comprised 21.5 percent of total degrees completed through the South Dakota public university system in FY92. Of the 4,292 math/science degrees awarded, 5.5 percent were associate degrees, 22.9 percent were bachelor's degrees, 24.0 percent

were master's degrees and 13.8 percent were doctor's degrees.

Students with declared majors in mathematics or science were 26.7 percent (5,424) of the total students enrolled during this period. Of the total declared math/science majors, 15.6 percent were seeking associate degrees, 26.8 percent were seeking bachelor's degrees, 31.0 percent were seeking master's degrees and 33.2 percent were seeking doctor's degrees.

Higher education is directly involved in NSF-SSI's efforts to educate/retrain science and math teachers. Universities work with local school districts to form partnerships, investigate new curricula, adopt new programs and design college-level courses. University educators participate in national conferences to stay abreast of rapidly changing ideas in science, mathematics and engineering education concepts. Specifically, higher education: works with K-12 teachers concerning appropriate existing curricular materials; designs new courses to meet the needs of various K-12 groups funded through the NSF-SSI program; participates in assessment, planning and implementation of districts' teaching-improvement process; is directly involved in daily instruction at the K-12 level by forming partnerships with teachers and students; and creates innovative programs designed to serve the needs of both new and established K-12 mathematics/science teachers.

More than $248,000 was awarded to South Dakota higher education in 1993 through the Eisenhower Mathematics and Science Grants Program. South Dakota colleges and universities are using these funds to enhance math and science education, hopefully resulting in improved math-science instruction and strengthened background for teachers. Thirteen math and science education proposals at eight colleges and universities were awarded grants by the South Dakota Board of Regents.

South Dakota School of Mines & Technology in Rapid City actively recruits Native American students in reservation schools to the math, science and engineering fields. In addition, SDSMT is the home of SKILL (Scientific Knowledge for Indian Learning & Leadership), a program that works with elementary and junior high students on campus to advance the students' interest and understanding in science and engineering. SDSMT has also published a brochure recruiting women into the math, science and engineering fields, and is the home of the Black Hills Chapter of the National Society for Women Engineers.

SDPTV delivers instructional programs

South Dakota Public Television (SDPTV) works with the Technology in Education Office to schedule and deliver instructional television (ITV) programs designed for classroom use three hours each weekday, as well as overnight block feeds for recording. This ITV programming is available to 146,000 K-12 students in 178 local school districts.

SDPTV supplements classroom materials with the distribution of teachers' guides, resource guides, and viewers' guides and activities for selected programming. PBS Elementary and Secondary Service Tune-in guides and specialized mailings for teachers are also distributed.

Additionally, prime-time programs and educational specials are aired

with educational taping rights for use in the classroom. Annual events for school enrichment, such as the state and national Geography Bees and the World's Largest Music Concert, are broadcast live.

New programs, projects producing results

South Dakota is fortunate to have additional federal resources to direct toward the achievement of Goal 4. Programs and projects initiated in the 1991-92 school year are expected to begin yielding results, and additional measurement systems have been established to monitor progress. An overall increase in math and science assessment test scores seems to indicate that the new programs and projects are working.

GOAL 5
Adult Literacy and Lifelong Learning

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students, will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs, will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems, will increase substantially.

Update '93 Adult Literacy

Key questions

How many adults are literate?
What is being done to improve the literacy rate?

SDLC promotes, develops adult literacy

The task of promoting and developing literacy among adults in South Dakota is coordinated primarily through the Office of Vocational Education within the Department of Education and Cultural Affairs and the South Dakota Literacy Council (SDLC). This cooperative effort concentrates on monitoring the literacy rate of adults in South Dakota encouraging illiterate adults to enhance their learning and communications skills by working one-on-one with a volunteer Literacy Council tutor.

Based on information provided by the SDLC, it is estimated that the literacy rate in South Dakota is approximately 87 percent. Thirteen percent, or approximately 60,000 adults in the state, require some form of literacy skills training.

This year, the Department of Commerce and Regulation and DECA have jointly provided SDLC with $37,500 in state funds to provide training and publicity on a statewide basis.

In addition, approximately $62,600 in federal funds will be provided from the adult basic education program budget to assist with the South Dakota literacy effort during FY 94.

SDLC is a volunteer organization of approximately 1,500 tutors (an increase of 300 over last year), 1,000 clients (an increase of 100), 40 local affiliates (an increase of seven) and 600 support volunteers (an increase of 200). Six regional supervisors help in organizing and supporting local literacy council efforts.

Twenty-six trained volunteer trainers are available to assist throughout the state for persons or groups interested in establishing volunteer literacy programs.

Six pilot sites have been established to implement the new Family Literacy Project. By the end of 1993, the project will have a total of 15 sites and will continue to expand during the coming year. The Family Literacy Project is coordinated through local literacy councils and is implemented in conjunction with the aid of Even Start and Head Start programs and county extension offices. Tutors in the communities are trained to assist the illiterate adults to improve not only their skills, but also to break the cycle of illiteracy within families.

The problems created by illiteracy in a population are not only felt on a personal level, but also on community-wide and statewide levels. South Dakota loses an estimated $10 million a year as a direct result of the problems associated with illiteracy. These problems include crime, unemployment, underemployment and dependence on welfare payments.

The SDLC's statewide effort is designed to give one-to-one tutoring to provide a basic skills foundation for recent and former school dropouts. Tutoring aims to give non-reading adults and out-of-school teenagers the basic communication skills they need to become full partners in society.

Other areas where SDLC has become involved include Workplace Literacy, English as a Second Language and Learning Disabilities.

A pilot study for Reading is Fundamental (RIF) is being implemented through the Aberdeen Literacy Council for FY 1994.

Coordination among the local literacy councils, the state's adult education programs, the State Library, the state Departments of Labor and Social Services, VISTA programs and other community support groups provides a foundation for success in the promotion of literacy.

Update '93 JTPA/ABE/Tech institutes/SDPTV/Tech Prep/RDT Network

Key questions

How many adults are enrolled in adult education courses?

How many workers in the state take training to improve their current job skills?

How involved are businesses in strengthening the education and skills of their workforce?

JTPA prepares citizens for labor force

The Job Training Partnership Act (JTPA) is a federally funded program that prepares youth and unskilled adults for entry into the labor force. The program also provides job training for the economically disadvantaged and others who face serious barriers to employment. In South Dakota, JTPA programs are administered through the Department of Labor.

During the past year:

- 42 adults were served in short-term, on-the-job and industrial-based training programs;
- 387 adults were trained through dislocated worker programs;
- 412 adults received training through the vocational and academic programs offered at the Springfield Correctional Facility; and
- 302 adults were served by Older Worker programs.

Each of these statistics reflects moderate to slight decreases from the previous year, except for Older Worker programs. JTPA programs emphasize service to individuals experiencing the greatest barriers to employment. Each year, a greater percentage of clients have such barriers, and therefore more JTPA resources per participant are needed.

Since JTPA was implemented in 1983, the program has helped more than 63,400 economically disadvantaged, at-risk youth, older workers and dislocated workers in South Dakota. In 1991-92, 6,400 citizens were enrolled in various job training programs supported by the state's $7.1 million allocation of federal JTPA funds.

JTPA offers short-term skill training, on-the-job training, industrial-based training, and work experience to accommodate the needs of adult learners. Short-term skill training is usually sponsored by employers who help design training formats, establish participant

screening requirements and make a commitment to hire the trained workers.

On-the-job training reduces training costs and gives workers valuable experience. Workers are usually job ready, but lack specific skills. Employers may receive up to 50 percent wage reimbursement while training eligible workers. Industrial-based training helps provide a trained work force for new or expanding businesses before they open or during the company's start-up.

ABE gives traditional non-grads opportunities

The Adult Basic Education (ABE) program in the Department of Education and Cultural Affairs funds 33 local adult basic education programs. This represents an 18-percent increase in local programs providing services. These programs provide social, intellectual, physical and career opportunities for adults who have not completed a traditional high school course of studies. Adult services are designed to enable participants to acquire skills and knowledge needed to meet the requirements and demands of adult living.

During the past year, 3,849 people, of which 35 percent were Native American, were enrolled in adult basic education programs. This represents a 20-percent increase in enrollment from 1992. Locations include school districts, vocational multi-districts, high school programs, the Youth Forestry Camp, tribal colleges, career learning centers, technical institutes, the Human Services Center, the State Penitentiary, the Springfield Correctional Facility, and community based organizations.

Tech institutes train thousands

More than 3,000 adults receive training annually from the four postsecondary technical institutes in Sioux Falls, Rapid City, Watertown and Mitchell on an open entry/exit basis. Additionally, 12,489 adults received short-term business/industry training in 1992, and 754 enrolled in farm-ranch management training.

The state spent more than $9.1 million in FY93 to support the four technical institutes. An additional $1.3 million in federal funds is also directed to these programs. Child care centers were constructed at all four technical institutes in 1990, thus facilitating the enrollment of parents in training programs.

SDPTV provides distance educational opportunities

In cooperation with State-Wide Educational Services, South Dakota Public Television (SDPTV) provides distance educational opportunities to non-traditional students through the use of college-level telecourses. Of more than 1,800 colleges in the nation that offer Adult Learning Service telecourses, SDPTV ranked third (in 1991) in the nation in student enrollments for the last 10 years for all four-year colleges.

South Dakota Public Broadcasting (SDPB) facilitates education in the home and workplace through special and regular broadcasts. South Dakota Public Radio (SDPR) offers opportunities for learning experiences through series such as "Morning

Edition," "All Things Considered" and "South Dakota Forum." SDPTV provides instructional programs, agricultural news on "Midwest Market Analysis," nature programs like "NOVA," political debates and commentary, and informational issues of concern to South Dakotans through "South Dakota Prime Time."

SDPR, with the Service to the Blind and Visually Impaired, provides a Radio Talking Book Service. The service enables people who are blind or visually impaired throughout the state to "read" newspapers through the service. SDPR helps with planning and technical assistance to begin local origination of the reading service. Beginning in September, volunteers in Pierre read portions of the Sioux Falls Argus Leader and Rapid City Journal for Talking Book subscribers.

Tech Prep prepares students for the future

Technical Preparation is an innovative educational reform initiative designed to prepare students for the globally competitive, technical workplace. Tech Prep requires students to complete a cohesive sequence of integrated academic and technical coursework, starting in high school and continuing through postsecondary education to an associate degree or two-year certificate in a technical field.

Tech Prep was developed in South Dakota in 1991 because studies commissioned by the U.S. Congress verified, among other things, that skill shortages are becoming a dominant labor problem, high school vocational education programs cannot teach a sufficient level of skills for most jobs of the future, most young people will change jobs several times in their careers, and general-education students (those not pursuing a college-prep curriculum or vocational education curriculum) have no clear path to enter the workforce or pursue higher education.

The goal of Tech Prep is to prepare all students to leave school ready for work and future learning.

RDT NETWORK

RDT Network provides video communications

The South Dakota Rural Development Telecommunications Network (RDT Network) is a digital videoconferencing system of 14 sites linking 10 communities across the state. In the next year, this will increase to 19 sites connected to offer K-12 and postsecondary education courses, facilitate access to state government and health care, and provide an economical means for profit and non-profit organizations to meet and share programs.

Access to educational opportunities is a primary goal of the RDT Network. In its first six months of operation, more than 4,000 hours of higher education courses were taught to hundreds of students. Forty classes were scheduled for the fall semester.

The mission of the RDT Network is to make video communications an integral part of everyday life in South Dakota's schools, government, businesses and homes. It not only automates and expedites the process of systemic education change, but also opens new realms of information and improves communication. It

provides the tools to improve the management, delivery and content of learning services.

From propane truck drivers to financial analysts, the RDT Network also offers training and continuing education, connecting the classroom with the workplace.

The RDT Network has studios in all six South Dakota public universities and three of the state's four technical institutes. The compressed digital technology is state-of-the-art and gives students and workers the opportunity to put their hands on the future of distance communication. The state Office of Adult, Vocational & Technical Education, the Department of Education and Cultural Affairs, and the Literacy Council use the network often.

A second RDT Network implementation phase will bring locally originated courses to nearly every high school in the state, serving two out of three communities. This satellite link to and from the existing network will enhance curriculum for many larger schools while providing essentials to many rural schools.

With the terrestrial and satellite components of the RDT Network to send and receive information worldwide, part-time and mid-career students will have flexible and efficient access to quality programs.

Making education easier and cheaper to access will directly impact the proportion of qualified students who complete degree programs. Students can continue to live and work in their rural communities while earning a degree from most of the state's universities or postsecondary institutions. Some of the total hours needed for graduation from a regental institution need to be taken on-campus, but national trends indicate the number of on-campus hours required will decrease.

Distance education presents new challenges in effective communication. Teachers must be highly organized and use proven techniques to hold a student's attention 150 miles away. Students need self-discipline and a mature attention span to learn over distance and do best in a setting with few distractions.

The RDT Network creates access, opportunities and an exciting stage for adults to improve in literacy skills. At the same time, it will give South Dakotans a means to learn right in their hometowns. The RDT Network will make a significant contribution to the adult literacy and lifelong learning goals of the Education 2000 initiative.

Goal 6

Safe, Disciplined and Drug-Free Schools

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning"

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community based teams should be organized to provide students and teachers with needed support.

Update '93 Substance Abuse

Key questions

What types of attitudes do students possess toward drugs?

Have schools adopted and properly implemented policies on drug use, possession and distribution? Have schools developed a comprehensive drug education program? How involved are communities with these efforts?

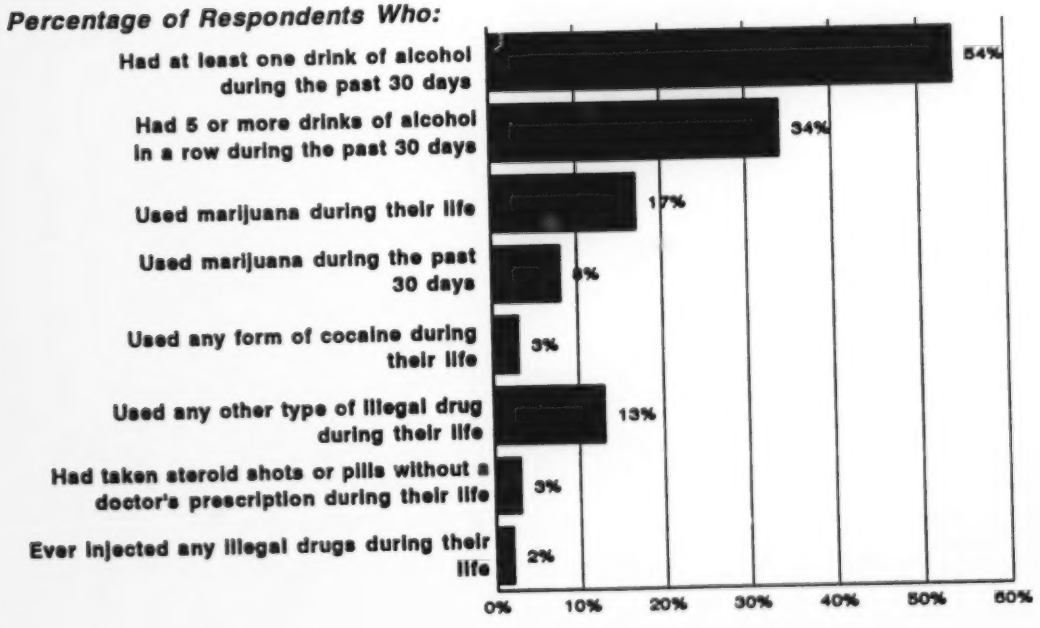
Alcohol consumption up slightly among teens

The data on drug use by students is based on the 1992 South Dakota Youth Risk Behavior Survey Report of high school students (grades 9 through 12) conducted in 1991-92 by the Department of Education and Cultural Affairs. Completed surveys for the fourth annual report were received from 18 schools, with usable questionnaires received from 1,285 students. Unless otherwise stated, all figures relate to grades 9 through 12.

The percentage of students who have never tried alcohol increased from 16 in the 1989-90 report to 19 in 1991-92. The survey shows that, among those who have used alcohol, there is not much variance between males and females. Students who had at least one drink for 100 days or more equaled 18.6 percent of the South Dakota enrollment, matching the figure of the previous year.

According to the survey, 32 percent of the respondents had their first drink of alcohol, other than a few sips, prior to age 13; 81 percent had

Alcohol and Other Drug Use


Percentage of Respondents Who:
Had at least one drink of alcohol during the past 30 days
54%
Had 5 or more drinks of alcohol in a row during the past 30 days
34%
Used marijuana during their life
17%
Used marijuana during the past 30 days
8%
Used any form of cocaine during their life
3%
Used any other type of illegal drug during their life
13%
Had taken steroid shots or pills without a doctor's prescription during their life
3%
Ever injected any illegal drugs during their life
2%
0%
10%
20%
30%
40%
50%
60%

at least one drink of alcohol on one or more days during their life; 54 percent had at least one drink of alcohol on one or more of the past 30 days (up 4 percentage points from 1991); and 34 percent had five or more drinks of alcohol in a row, within a couple of hours, on one or more of the past 30 days (up 7 percentage points).

The variance between female and male is insignificant in the ninth grade, but from grades 10-12, males are increasingly more likely than females to binge drink.

Alcohol is a major contributing factor in approximately half of all homicides, suicides and motor vehicle crashes, which are the leading causes of death and disability among young people, according to the U.S. Surgeon General. Heavy drinking among youth has been linked conclusively to physical fights, destroyed property, academic and job problems, and trouble with law-enforcement authorities.

Concerning other drugs, the survey indicated that 5 percent of the respondents tried marijuana for the first time prior to age 13; 17 percent used marijuana one or more times during their life (up 6 percentage points); 8 percent used marijuana one or more times during the past 30 days (up 2 points); 1 percent tried any form of cocaine, including powder, crack or freebase, for the first time prior to age 13; 3 percent used any form of cocaine one or more times during their life (up 2 points); .5 percent used any form of cocaine one or more times during the past 30 days; 1 percent had used the crack or freebase forms of cocaine one or more times during their life; 13 percent used any other type of illegal drug, such as LSD, PCP, ecstasy, mushrooms, speed, ice, heroin or pills without a doctor's prescription, one or more times during their life; 3 percent had taken steroid pills or shots without a doctor's prescription, one or more times during their life; and 3 percent ever injected any illegal drugs during their life (a decrease of 8 percentage points). Approximately 94 percent of South Dakota students have never used a hard drug, down 1 percent from the previous year.

There was also a relationship between using alcohol or other drugs and sex. Twelve percent of the respondents said they drank alcohol or used drugs before their last sexual intercourse.

In addition to morbidity and mortality due to injury, drug abuse is related to early unwanted pregnancy, school failure, delinquency and transmission of sexually transmitted diseases, including HIV infection, which causes AIDS. One in four American adolescents is estimated t be at very high risk for the consequences of alcohol and other drug problems. Despite improvements in recent years, illicit drug use is greater among high school students and other young adults in America than in any other industrialized nation in the world.

Alcohol use higher than average among state's seniors

Drinking appears to be a more serious problem among South Dakota high school seniors than those in other states, according to a national survey published in "Statistical Bulletin." Thirty-eight percent of the South Dakota seniors questioned have tried "binge" drinking, the survey said, compared to 28 percent nationally. Other survey results show that 95 percent of South Dakota

seniors had tried alcohol at least once, compared to 91 percent nationally. In South Dakota, 63 percent had used alcohol in the last month, compared to 60 percent nationwide. Alcohol remained the drug of choice among seniors, both in South Dakota and nationwide.

Families, schools best weapons against drugs

A survey conducted by Attorney General Mark Barnett's Office stated that most South Dakotans believe families and schools are the best weapons in the war on drugs, but most also are pessimistic about the chances of winning that war.

Fifty-seven percent of those responding said families could do the most to help reduce illegal drug use, while 26 percent said schools could do the most. Only 11 percent picked police and the courts as the best anti-drug weapons, while 3 percent picked treatment centers, 2 percent chose churches and 2 percent also chose business and industry.

Just 1 percent of the AG survey respondents said they believed drug abuse would be eliminated as a social problem in the next 20-25 years, and only 19 percent thought drug abuse would decline. Another 30 percent expect drug abuse will continue at current levels, while 25 percent think drug problems will grow. Ten percent expect drug abuse to grow to the point where it will threaten American's way of life, and 15 percent don't know what trend to expect.

The AG's report showed general support for the state's efforts to combat drugs, though. About half of those surveyed believe treatment, rehabilitation, education and prevention programs are the best use of money in the fight against drugs. The other half think spending should be focused on arrest, prosecution and an attempt to stop the flow of illegal drugs.

Barnett said the public realizes long-term programs are needed, and added that the survey results could help the state Legislature decide how to deal with crime through law enforcement, the courts, prisons, treatment programs and other agencies.

Update '93 School Safety and Discipline

Key questions

How safe are schools, as measured by incidence of victimization of students and teachers and vandalism of personal and school property?

How involved are parents, businesses and communities in ensuring that schools offer a safe learning environment?

How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy and tardiness?

State has some weapons incidents

Twenty-four percent of the respondents in the Youth Risk Behavior Survey said they had carried a weapon such as a gun, knife or club on one or more of the past 30 days; 9 percent said they had carried a handgun or other guns, such as a rifle or shotgun, during the past 30 days; 41 percent said they

were in a physical fight one or more times during the past 12 months; 37 percent had fought with a friend, family member or someone they knew the last time they were in a physical fight; and 4 percent were injured in a physical fight and had to be treated by a doctor or nurse one or more times during the past 12 months.

South Dakota schools are generally regarded to be safe from violence, but there were several instances in the past year across the state where students were expelled for having dangerous weapons in their possession at school.

National statistics from the Bureau of Justice indicate that there are 3 million incidents of thefts or violent crime on or near school grounds per school year. According to 1991 surveys: 20 percent of students carried a weapon on a regular basis; 16 percent of high school seniors were threatened with a weapon at school; and 7 percent of seniors were injured by a weapon. South Dakota is thought to be lower, but there are no statistical data available.

Update '93 Initiatives

Board of Education adds three policies to handbooks

The state Board of Education, at its August meeting, approved a proposed rule amendment adding three more policies to the handbooks that each school system provides to members of its staff.

Policies which reflect the local board of education's stand on grievance procedures, violence and sexual harassment in the school were added to the handbook of policies, as well as procedures for filing and handling grievances. The handbook serves as the basis for the administration of the local school system.

State allocates money to fight abuse

During FY 94, the Department of Education and Cultural Affairs allocated $1.9 million to local school districts for drug/alcohol prevention efforts as part of the federal Drug-Free Schools and Communities program. An additional $59,000 was awarded to special prevention projects throughout the state including the High School Activities Association's TORCH program, the D.A.R.E. program and in-service training for teachers on curriculum for alcohol and drug prevention.

For FY 93 and 94, DECA received a competitive grant for $148,000 to implement school staff training in Student Assistance, Children of Alcoholics and School Student Support Group programs. The major focus of the grant is training teams of school people to implement the three above-mentioned programs in their respective schools.

Takini recognized for its efforts

Takini School in Howes was named South Dakota's sole winner in the 1992-93 Drug-Free School Recognition Program by U.S. Secretary of Education Richard W. Riley. The program was established by the U.S. Department of Education in 1987 to focus national attention on successful drug prevention efforts.

The program recognizes schools that have made outstanding progress

toward meeting the six national education goals. Winning schools must possess comprehensive plans to become or remain drug-free and must show that they have reduced disruptive behavior and acts of violence.

Schools were judged on their success in six areas: 1. recognizing, assessing and monitoring the problem; 2. implementing, setting and enforcing a no-use policy; 3. developing and implementing a drug education and prevention program; 4. educating and training staff; 5. promoting parent involvement and providing parent education and training; and 6. working with community groups and agencies.

Schools recognized for their comprehensive programs were honored at a Washington, D.C. ceremony and received a plaque and flag of recognition from Riley.

DHS funds prevention requests

In addition, the Division of Alcohol and Drug Abuse in the Department of Human Services (DHS) funded requests for proposals in the amount of $472,000 to support prevention programming statewide in FY 93. Additional funding for alcohol and other drug prevention efforts from the Alcohol and Drug and Mental Health block grant adds $322,000 for prevention projects.

The South Dakota Prevention Resource Centers, funded by DHS, provide technical assistance, training and curriculum implementation to schools, community-based agencies and individuals upon request. These Centers also maintain speakers' bureaus, resource libraries and support for other state and federal initiatives including the Red Ribbon Campaign.

DHS funds Improvisational Theater Training, an alcohol and drug prevention program for youth, and 7 tertiary prevention programs which serve high risk youth who have become involved in the court system for high risk behaviors.

Also, DHS funds Comprehensive Health Education at a $75,000 level and supports the Midwest Regional Center For Drug-Free Schools and Communities in their training and technical assistance of alcohol and other drug prevention efforts in South Dakota.

Fifth graders D.A.R.E. to make right decisions

The Attorney General's Office sponsors Project D.A.R.E. (Drug Abuse Resistance Education). Unarmed uniformed law enforcement officers teach Project D.A.R.E. to elementary students for one hour a week for 17 weeks. The core curriculum is geared toward fifth-grade students. However, there is also a junior high curriculum, senior high curriculum and visitations for grades K-4.

D.A.R.E. students are provided with accurate information about alcohol and other drugs, taught decision-making skills, shown how to resist peer pressure, and how to identify consequences for any action. D.A.R.E. avoids the traditional scare tactics that preach the dangers of drugs.

During the 1992-93 school year, 8,927 students participated in the D.A.R.E. Program. The grand total of students reached since the program began in South Dakota in 1988 is 37,234. In 1992-93, 180 elementary schools and one high school participated in 101 communities across the state.

Bill prohibits possession of firearms, weapons

A bill passed by the 1993 state Legislature prohibits the possession of firearms and dangerous weapons at elementary and secondary schools. The law states that any person, other than a law-enforcement officer, who intentionally has a dangerous weapon in their possession, is guilty of a Class 1 misdemeanor.

Students participate in annual poster contest

More than 1,100 students from around South Dakota submitted art work for the seventh annual Prevention Poster Campaign, sponsored by the state Department of Human Services, Division of Alcohol and Drug Abuse. This year's theme was "Drawing the Line on Alcohol and Other Drug Abuse." There were four winners in each of four categories. First-place winners received a plaque of recognition, a $100 U.S. Savings Bond and an expense-paid trip to Pierre in August to be congratulated at a luncheon during the annual South Dakota Governor's Conference on Substance Abuse. Other winners received certificates of achievement.

Drug-Free School Zone Bill in effect

A Drug-Free School Zone Bill introduced by Attorney General Mark Barnett was passed by the 1992 Legislature. Conviction of drug distribution within 500 feet of schools and 100 feet of youth centers, playgrounds or video arcades now carries a mandatory 5-year sentence.

STATISTICAL SUMMARY OF ELEMENTARY AND SECONDARY SCHOOLS
as reported September 11, 1992

NUMBER OF SCHOOL DISTRICTS/SYSTEMS	Public	Nonpublic	Total
No. of School Districts/Systems in South Dakota	178	88	266
Contract K-12 out-of-state	5	0	5
Operate a K-12 program	169	12	181
Operate only a secondary program	0	5	5
Operate only an elementary program	4	41	45
3 contract secondary to other districts			
7 contract secondary out-of-state			
Special Education		30	30

NUMBER OF SCHOOLS	Public	Nonpublic	Total
High Schools	169	27	196
Junior High Schools	113	13	126
Middle Schools	61	4	65
Elementary Schools	335	84	419
Special Education Schools	6	37	43

1991-92 INFORMATION

FTE CERTIFIED STAFF	Public	Nonpublic	Total
Teachers	8295.64	1080.82	9376.46
Librarians/Media	190.19	34.40	224.59
Counselors	297.44	35.65	333.09
Principals	394.98	68.01	462.99
Superintendents	133.02	11.80	144.82
Other Certified Staff	426.77	89.56	516.33

1992-93 INFORMATION

SCHOOL ENROLLMENT	Public	Nonpublic	Total
Kindergarten	10,266	1,374	11,640
Grade 1	10,642	1,447	12,089
Grade 2	10,613	1,395	12,008
Grade 3	10,580	1,383	11,963
Grade 4	10,645	1,297	11,942
Grade 5	10,986	1,318	12,304
Grade 6	11,001	1,225	12,226
Grade 7	10,999	1,037	12,036
Grade 8	10,498	1,073	11,571
K-8 Subtotal	96,230	11,549	107,779
Grade 9	9,856	1,269	11,125
Grade 10	9,324	1,080	10,404
Grade 11	8,887	837	9,724
Grade 12	8,259	766	9,025
9-12 Subtotal	36,326	3,952	40,278
Special Education	1,453	818	2,271

OTHER ENROLLMENT	
K-12 contracted out-of-state	308
Approved public and private nursery schools	700
Approved private special education schools	293
Alternative schools/home instruction (1991-92)	1813

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